



# Show-Me Literacy

The "Official" Newsletter of Literacy in Missouri

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May 2003



## Treatment Center Program Sees Success Through Motivation and Determination

Persistence and dedication of staff, coupled with motivation and determination from students, has spelled success for the Maryville R-II School District's Adult Education & Literacy Program, and specifically, its program at the area's treatment center.

Linda Stephens, Maryville R-II School District's Adult Education and GED Director for Northwest Missouri and the Maryville Treatment Center (MTC), says the GED pass rate for MTC since the new GED test began in January, 2001 is 93.3 percent. The national expected pass rate for the new test is 58 percent. (Missouri's current pass rate for the new test is 72.8%).

"I attribute two major things to the success: persistence and dedication of the AEL instructors in helping students reach their potential, and the strong self-motivation and self-determination of the students in achieving a lifetime goal--obtaining their high school equivalency diploma," Stephens says.

The GED program at MTC began in March of 1997, and classes were held a couple of evenings a week in the chapel area since the school was not yet fully operational.

"The population at MTC was not what it is presently, so it was easy to accommodate the students who were pursuing their GED," Stephens explains. "Currently, the population at MTC is

approximately 525 with 23-25 percent without a high school diploma or a GED."

Those individuals without a diploma are mandated to attend GED classes 15 hours a week.

"When the school opened, we went to day classes," says Stephens. "We have a morning class with 65-75 students and an afternoon class of 55-60 students. Both classes run five days a week."

Since the AEL program began at MTC,

**MTC,  
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### Show Me. . .

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## Benefits Are Many from Family Reading Initiative

What is READ from the START (RFTS) and who benefits?

In talking to parents, organizations and funders about RFTS, program staff of the Missouri Humanities Council in St. Louis are often asked these questions. The response is that RFTS is their statewide family reading initiative. It is a two-session program designed for a group of 20 parents and caregivers of children ages 0-5. During the program, participants learn to use children's books and activities to foster a child's emerging literacy. Additional features include:

\*Sessions held at convenient, centralized locations;

\*Knowledgeable, entertaining discussion leaders facilitate programs;

\*Format is intimate, non-threatening, and nourishing and can be used as a springboard for further conversation and activities with children;

\*Instruction is developmentally appropriate and correlates with best practices of child development;

\*Program is appealing to and respectful of all economic and educational backgrounds;

\*Books and materials presented and explored are interesting and age-appropriate for preschool children and infants.

**Benefits,  
Continued on Page 4**

# From The State AEL Office

## Rainbow's End?

Since 1983, "take a look, it's in a book" has been the joyous refrain of Reading Rainbow's theme song. Despite legions of fans and research that supports the TV show's claim of encouraging kids' literacy, time may be running out for the program.

<http://gpn.unl.edu/rainbow/>

## A Place at the Policy Table

No one has better insight into the needs of children with developmental disabilities than those children themselves, and their families. Read about a Texas program that trains family members and individuals with disabilities to be persuasive and persistent advocates.

[http://www.co.ramsey.mn.us/ph/hi/viol\\_free\\_child\\_abuse\\_prev.asp](http://www.co.ramsey.mn.us/ph/hi/viol_free_child_abuse_prev.asp)

Source: Noemi Aguilar

National Center for Family Literacy

## ERIC Digests, Trends and Alerts Available

The ERIC Clearinghouse on Adult, Career, and Vocational Education has just published four new ERIC Digests and three Trends and Issues Alerts.

They are available at no cost in paper, PDF or as an e-mail message and are on the Clearinghouse website ([ericacve.org](http://ericacve.org)) Those interested in receiving the document(s) directly may send their requests to [ericacve@osu.edu](mailto:ericacve@osu.edu) and indicate the preferred format.

### ERIC Digests

Intergenerational Learning and Social Capital (244) by Sandra Kerka examines the relationship between intergenerational learning and social capital and describes research findings and promising programs illustrating how intergenerational

programs contribute to learning and the development of social capital.

Health Literacy beyond Basic Skills (245) by Sandra Kerka looks beyond adult basic education to address issues of health and literacy for all adults and educational responses to them.

Youth in Adult Basic and Literacy Education Programs (246) by Susan Imel provides an overview of how programs are responding to the challenge of serving young adults.

Employment of People with Disabilities (247) by Michael Wonacott discusses employment issues for people with disabilities.

### Trends and Issues Alerts

Career Education Models (44) by Bettina Brown reviews models of career education and the way those models address the trends and issues involved in careers for the workplace of the future.

Learning Careers/Learning trajectories (45) by Sandra Kerka describes three concepts-- "learning autobiography," "learning career," and "learning trajectory"-- and provides resources for further information.

Tacit Knowledge (46) by Susan Imel examines perspectives about the role of tacit knowledge in work and workplace learning.

## New Grants for Nonprofits

The Environmental Protection Agency has a new grant program to help non-profit community organizations address one or more environmental and public

health problems facing high-risk communities. Applications are due on Sept. 30, 2003. Click on Environmental Justice Collaborative project.

<http://www.epa.gov/compliance/recent/ej.html>

## Overcoming Dyslexia

Currently the U. S. government has a policy of having programs for children and adult reading instruction use scientific, evidence-based methods of teaching reading.

Sally Shaywitz, M.D., was a member of the Reading Research Working Group that helped pull together the information about scientific, evidence-based adult reading instruction currently being disseminated on the National Institute for Literacy ([www.nifl.gov](http://www.nifl.gov)) Partnership For Reading website. She has just recently had published a new book entitled "Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level."

In the book, she reviews the history of dyslexia, summarizes research on reading, including some of the new research on magnetic resonance imaging that shows which parts of the brain are most active during reading for both normal and dyslexic readers, and offers a considerable amount of advice about how to go about helping dyslexics, both children and adults, overcome their reading problems.

Source: Noemi Aguilar (Submitted By Tom Sticht); National Center for Family Literacy  
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# Looming Membership Cuts in AmeriCorps Spark Outcry

By Michelle Galley  
*Education Week*

In a move that has left nonprofit groups reeling and stirred corporate leaders and liberal Democrats alike to demand action from the White House, the national-service program AmeriCorps recently announced deep cuts in the number of members it will enroll this year.

Unless more money is allocated to the program, AmeriCorps will be able to pay for only 30,000 new members—the term used for the paid “volunteers” in the program—fewer than half the 75,000 President Bush called for in his 2004 budget proposal.

Those workers, some of whom serve as tutors, instructors, or support personnel in schools, are vital to both small, local groups and massive national organizations, backers of the program say.

Programs supported by the 10-year-old AmeriCorps initiative “are finding their funding and slots slashed dramatically,” said Kevin Huffman, the vice president of development and general counsel for Teach For America, a national organization, supported in part by AmeriCorps, that sends recent college graduates to teach in hard-pressed urban and rural classrooms.

In an effort to bail out the program this year, about 200 business leaders asked Congress for an emergency appropriation of \$200 million to bolster enrollment.

Rep. George Miller of California, the ranking Democrat on the House Education and the Workforce Committee, which oversees AmeriCorps,

**AmeriCorps**  
(Continued on Page 4)

## TOTALLY

**E** News and  
**C** notes from the  
**H** Missouri Adult  
**N** Education &  
**O** Literacy  
**L** Technology  
**O** Center.  
**G** **Technology**  
**Y** **staff:**  
Jamy Preul  
Jason Ralls  
Phyllis Shelby  
  
**Director:**  
John Stains

## Features of the TABS System



**Jamy Preul**

TABS is an acronym for Teacher's Aid for Basic Skills. It provides teachers and administrators with an efficient computerized system for assessing, tracking and monitoring student progress on basic skills objectives from the TABE.

Utilizing TABS, you establish a database of information that contains your objectives, students, classes and tests. TABS is then used to automatically score and record TABE tests given throughout the school year. TABS was created with flexibility and ease of use at its core. The ease of use is provided through extensive use of on-line help screens.

Two features of TABS, which you may have found to

be helpful, are TEST MASTERY ANALYSIS REPORT and DISPLAYING & EDITING INFORMATION.

TEST MASTERY ANALYSIS REPORT is a progress report that compares “test mastery” percentage and “test question” percentage for individual tests on a single report. You may select specific students to report on or you may report on every student in the class.

DISPLAYING & EDITING INFORMATION on forms at “Scan Time” is available. This option is to view and change information in TABS when scanning forms. When using this option, you will have the opportunity to verify answers for each card as it is scanned in. The screen will show the answers that the scanner read from the card and the percentage correct for that card. This option may be used all the time or periodically to check the accuracy of the cardreader.

The PROGRESS menu has beneficial reports for teachers to view. Two recommended reports are STUDENT PROGRESS REPORT and STUDENTS TEST HISTORY REPORT. The two reports work well together. You will be able to see all of the tests and scores a student has taken. Using these reports are an excellent way of monitoring student progress.

A correlation guide of materials matched to the TABE objectives is available. The guide correlates materials from Steck-Vaughn, New Readers Press, Contemporary, PLATO, BLS-Tutorsystems, SkillsBank and Academy of Reading. For more information, contact Jamy Preul at 573-445-9703, email [aelcentral@socket.net](mailto:aelcentral@socket.net).

## New Contact Information for Tech Center

North Central Missouri College has installed a new phone line. The phone number for MO AEL Tech Center is 660-359-3948, John Stain's extension is 330; secretary Jackie Wyant's extension is 350.

Also the e-mail addresses have changed. John's is [jstains@mail.ncmissouri.edu](mailto:jstains@mail.ncmissouri.edu) and Jackie's is [moaeltc@mail.ncmissouri.edu](mailto:moaeltc@mail.ncmissouri.edu)

## Benefits

(Continued from Page 1)

That is *what* READ from the START is. But, is it really?

This is what facilitators hear from the discussion leaders:

"We started the session off with the book *Black and White*. Many of the parents had older children and they could not see the relationship of this book to their own child, so we began asking them what was happening with each picture. We began getting some good stories when one parent said, 'You want us to do this with our kids, don't you?' From that point on they really began to get into what was happening with each of the books and to look at more than just the words. In the next book, *Good Night Moon*, the parents began to read with much more feeling and insight because they were looking beyond the words into what their child could see."

Another observation: "At the first session the parents became warm and ready to take risks in asking for suggestions on how to read to their little ones. They were also very generous in sharing their ideas. We laughed about reading, we became emotional about reading, and they were very creative in their search for new ideas. We discussed innovative reading enhancement strategies to implement during and after reading the books to their children. Discussions centered around such words as imagination, dreams, discipline and how to use books as an introduction to saying positive words to one's child. Other comments emphasized sharing, caring and saving...a renewed commitment to reading, singing, humming to their children as a different way to make books interesting...reading *Good Night Moon* with a flashlight and taking children outside to make tracks in the snow so they could relate to the story *The Snow Day*...encouraging older siblings to read the books to the younger child thereby becoming a part of modeling for their younger brothers and sisters."

Week in, week out, we hear stories like this. Adults are learning a new way to

"read for meanings," and their children are picking this up! The stories go well beyond the mere *features* of the program. They bring to life the *benefits*. When asked, "Who benefits?" our answer is clear - "WE ALL DO!"

While RFTS is designed to enrich the interaction between a parent and child, it also plays a major role in the child's development. When a child who is read to sees that the parent enjoys reading, too, a "culture of literacy" takes root in a family.

This new sort of reading is larger than "reading for information." It stimulates brain development, and the increased communication with the parent stimulates the emotional development of both! Children who have had positive experiences with books and stories are more likely to learn to read well when they begin school. Children who read to learn have a greater chance of becoming productive citizens and interesting friends.

Reading is essential to learning and learning is essential to becoming a happy and productive adult...productive citizens benefit all of society.

So, now when we are asked, "What is READ from the START?" we are sure to go beyond the features and talk about the benefits. Although the features are important, remember that all of the society benefits when our children are provided the opportunities to become happy and productive adults.

READ from the START is available to organizations throughout Missouri. More information and an application for RFTS can be obtained at the Missouri Humanities website, [www.mohumanities.org](http://www.mohumanities.org), or by calling 1.800.357.0909.

*Submitted by Patricia Zahn, Assistant Director, Missouri Humanities Council  
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Originally printed in MHC newsletter "Passages."*

## AmeriCorps

(Continued from Page 3)

wrote a letter to the president asking him to request what Mr. Miller called "full funding" for the program. President Bush, who earlier this year called on all Americans to dedicate 4,000 hours over their lifetimes to public service, has so far remained silent on the situation facing AmeriCorps.

To put more pressure on the White House and raise awareness of the issue, advocates have launched a Web site, [www.saveAmeriCorps.org](http://www.saveAmeriCorps.org), and plan to stage a rally in July.

AmeriCorps members, who also perform such jobs as building houses and helping victims of natural disasters, are given stipends of up to \$4,725 that can be used to pay off existing student loans or help support future higher education.

The announced membership cuts are the result of a long-running battle—involving the Corporation for National and Community Service, the government agency that oversees AmeriCorps; the White House Office of Management and Budget; and Congress' General Accounting Office—over how much money the corporation needs to keep in the trust fund dedicated to AmeriCorps to cover the stipends.

### Hopes for Relief

Further complicating matters is a rollover in members from last year, when the corporation enrolled 20,000 more workers than it could afford and then froze consideration of new membership applications, pending more funding from Congress. That enrollment fumble left fewer positions available this year, said Mr. Huffman, and created a huge strain for groups that rely on those workers.

Even though more slots for new members should be available in 2004, the damage will have already been done, Mr. Huffman said. But there is still hope that such deep cuts will not need to be made. Officials are trying to "find ways to increase opportunities for Americans to serve," said Sandy Scott, a spokesman for the Corporation for National and Community Service.



## MTC

(Continued from Page 1)

over 300 offenders have earned their GED.

"We spend a lot of time counseling the students about the importance of getting their GED while incarcerated. In they don't get it here, they are mandated to get it when they leave," says Stephens. "My teachers and I emphasize to them, 'If you don't get it now, things will be all that more difficult for you when you leave.'"

Also an instructor at MTC, Stephens says she loves working alongside her staff, and she can't say enough good things about the instructors.

"They give their hearts to improving the lives of the students, and the students respond to them with so much respect," says Stephens. "It is such a rewarding experience for me to be able to see the students' enthusiasm in learning concepts they never thought they could learn. Many are so intelligent that it makes you wonder what happened to make them drop from school."

About every three months, there is a graduation ceremony for the long-term commencers and for the GED graduates.

"It is so gratifying to see our GED graduates come sown the aisle in the chapel in their caps and gowns and be recognized by the TRAILS staff, the Department of Corrections staff, and the GED staff, and the entire MTC community of over 500 offenders," says Stephens.

MTC Superintendent Steve Larkins says he is very pleased with the success of the AEL program at MTC and its potential impact on the offenders as they return to their communities. "This educational process and its completion are an integral part of the offenders' transition back to a productive lifestyle in their community," Larkin says.

Stella Smith and Cathy Flummerfelt, both AEL instructors at MTC, are proud of their students. "Their dedication and determination toward acquiring this goal is one of the many reasons I find my job so satisfying," says Smith. Adds Flummerfelt: "The teaching I have done at MTC has been some of the most

## Education Data Shows Trend Toward More Associate Degrees; Declining Drop-out Rates

The U.S. Department of Education has several new resources providing data on education, helpful for those looking at trends in community college attendance, areas of study, and degree attainment. Two key publications are the *Digest of Education Statistics, 2002* and *The Condition of Education 2003*. (Both are available at <http://nces.ed.gov>). Interesting findings include: the increase in associate degrees awarded (20%) outpaced that of bachelor's degrees (14%), the high school drop-out rate has declined, minority enrollment is increasing, and total enrollment for two-year colleges is projected to increase, but less than baccalaureate enrollment.

If you are looking for information on enrollment, completion rates, degree attainment, majors, student characteristics, state differences, financial aid, college financing sources and expenditures, or employment and income data by degree level, the *Digest* provides ample tables of information from a variety of survey sources. It includes chapters on All Levels of Education; Elementary and Secondary; Postsecondary; Federal Support for Education; Outcomes of Education; International Comparisons; Libraries and Technology; and a guide to sources and definitions.

The *Condition of Education* provides 44 indicators in six main areas:

- \*Participation in Education, including undergraduate and adult education
- \*Learner Outcomes
- \*Student Effort and Educational Progress, including Postsecondary Persistence and Progress
- \*Contexts of Elementary and Secondary Education
- \*Contexts of Postsecondary Education, including characteristics of students, programs and courses, special programs, and faculty
- \*Societal Support for Learning, including financing for postsecondary and adult learning.

Source: OVAE Review from the Office of the Assistant Secretary at the Office of Vocational and Adult Education, U.S. Department of Education.

rewarding of my education career. The students have respect for the learning process and demonstrate the determination to obtain the GED certificate. Their work and enthusiasm is truly an inspiration."

Students working toward a GED and those who have already accomplished that goal are equally enthused about the success of the program and how it's changing their lives.

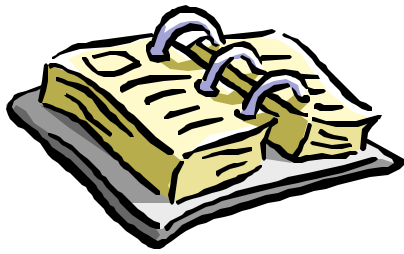
"I feel that this (program) is one of the best things to happen to me. This is my first time being incarcerated, and I feared coming to prison. But since I've been here, the teachers have made me feel comfortable," says the student. "I find this AEL program very beneficial because it is giving offenders the chance to improve not only their lives but their minds as well."

A recent graduate says when he came to MTC, he had a very negative attitude

about life and society, but has since seen a positive side of himself.

"It has been 30 years since I had my nose in a book. It took courage and the will power of the AEL staff for me to realize that I had what I needed to accomplish my GED," he says. "I could see that the staff wasn't here just for a paycheck; they had a caring heart towards me to receive my GED. I feel if I could get my GED, anyone can!"

Another graduate says he had no expectations or goals toward getting his GED, but the GED classes at MTC have helped his self-esteem, self-respect, and his future. "The teachers are caring, patient, and easy to work with. If encouragement, motivation, and success are a must, this class has it in abundance! While waiting for my GED test results to come in, I became a tutor in the class. Thanks, teachers, for a great foundation and for my future. I could not have done it without you."



# Show-Me...

## What's Happening

### 2003 Summer AEL Workshop Schedule

The MO-AEL Resource Center holds Beginning, Intermediate and Experienced Teacher Workshops for continuing AEL Certification. For more information, contact the center at 816/450-3564 or see the website at [www.moaelresourcecenter.com](http://www.moaelresourcecenter.com)

#### **BTW**

Aug. 4-5; St. Louis

Aug. 7-8; St. Louis

Sept. 26-27; Columbia (make-up)

#### **ITW**

Aug. 5-6; St. Louis

Aug. 8-9; St. Louis

Sept. 27-28; Columbia (make-up)

#### **ETW**

Aug. 4-5; St. Joseph

Aug. 7-8; Springfield

Sept. 13-14; Columbia (make-up)

### Show-Me...Words to Live By

"Great changes may not happen right away, but with effort even the difficult may become easy."

*Bill Blackman*

### Annual Missouri AEL Director's Workshop

*Thursday & Friday--Sept. 18-19, 2003  
Times and Location will be announced at a later date.*

### Show-Us...Your Stuff!

If you have comments, questions, or story ideas, please send them to Cheryl Harlan, Editor:

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*Digital photos requested;  
regular photos will be scanned.*

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### Show-Me Literacy Advisory Board

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Cheryl Harlan, Editor; Rolla AEL Program Coordinator.

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